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ABSTRACT

This guide seeks to provide school administrators with specific information concerning the implementation of an effective school reading program. Information in the guide is intended to provide support for local school administrators, as they work with school staff in establishing cohesive and coordinated reading instructional programs for children. These programs are based on scientific research on the teaching of reading. The recommended methodologies, strategies, and approaches to reading instruction presented in the guide are all classroom tested and reflect current best practices research. Included in the guide are the following items: What to Look For in the Classroom (Effective classroom practices); Components of Effective Reading Instruction (Pre K-12); What Is Balanced Literacy?; Assistance Available to Local School Staff from the DeKalb R.E.A.D.S. Staff; Literacy Components Emphasis by Grade Level (Pre K-12); 9 Good Habits for All Readers; Recommendations for Teaching Reading (Pre K-12); Recommendations for Teaching Writing (Pre K-12); What Administrators Should Know about Teaching Phonemic Awareness; What Administrators Should Know about Teaching Reading Comprehension; What Administrators Should Know about Teaching New Vocabulary Words; Grade Level Literacy Performance Expectations (Pre K-3rd Grade); Using Bloom's Taxonomy to Improve Reading Skills; Glossary of Reading Terms; and 12 Resources on Teaching Reading for Building Administrators. (NKA)

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What Every Dekalb Administrator Needs to Know About The Balanced Approach to Literacy: A Guide to Successful Implementation

ED 480 269

Prepared by the
DeKalb R.E.A.D.S.
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Office of Reading/Language Arts

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July 2003

CS 512 402

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About This Guide

The purpose of this guide is to provide school administrators with specific information concerning the implementation of an effective school reading program. Included herein are the following items:

- What to look for in the classroom (Effective classroom practices)
- Components of Effective Reading Instruction (Pre K - 12)
- What is Balanced Literacy?
- Assistance available to Local School Staff from the DeKalb R.E.A.D.S. staff
- Literacy Components Emphasis by Grade Level (Pre K - 12)
- 9 Good Habits for All Readers
- Recommendations for Teaching Reading (Pre K - 12)
- Recommendations for Teaching Writing (Pre K - 12)
- What Administrators Should Know About Teaching Phonemic Awareness
- What Administrators Should Know About Teaching Reading Comprehension
- What Administrators Should Know About Teaching New Vocabulary Words
- Grade Level Literacy Performance Expectations (Pre K - 3rd Grade)
- Using Bloom's Taxonomy to Improving Reading Skills
- Glossary of Reading Terms
- 12 Resources on Teaching Reading for Building Administrators

The information provided here is intended to provide support for the local school administrator as he/she works with the school staff in establishing a cohesive and coordinated reading instructional program for children. The information provided here is based on scientific research on the teaching of reading. The recommended methodologies, strategies and approaches to reading instructions presented here are all classroom tested and reflect current best practices research. Administrators are invited to discuss them with their staff and to encourage their use in all classrooms.

Effective Classroom Practices for Teaching Reading (K-12)
(What to look for in the classroom)

QUESTIONS TO ASK YOURSELF WHEN VISITING THE CLASSROOM	IS THIS ELEMENT PRESENT? YES/NO	OBSERVABLE TEACHER BEHAVIORS
Is there a variety of reading materials in every classroom?		• Classroom libraries reflect the three purposes of reading. (information, pleasure, instruction) • Classroom libraries have a variety of reading levels.
Am I able to see and hear students reading in all classrooms?		• Teachers engage students in all reading in all content areas. • Teachers require students to read orally. (NOT round-robin) • Students use a variety of reading strategies.
Do students read silently each day?		• Teachers require students to read silently. • Silent reading is accessed via oral/written comprehension exercises.
Do teachers provide time for uninterrupted reading ?		• Teachers give student time to read independently without interruption. • Teachers monitor students during uninterrupted reading.

Are teachers providing opportunities for students to learn content through reading?		• Teachers use appropriate content area teaching to develop student understanding of content. • Students use the three purposes of reading in content areas.
Are all teachers actively engaging students in answering questions orally?		• Teachers in all content areas model the answering of questions. • Teachers pose questions on a variety of instructional levels. (See **Bloom's Levels of Questions**) • Teachers use oral and written comprehension exercises for questioning activities.
Am I able to see students using textual support to respond to oral and written questions?		• Teachers used concrete models to help support students' ability to extract direct and inferential information from the text. • Students use textual support in classroom discussions.
Does the teacher use appropriate reading strategies to guide students through text before, during, and after reading?		• Before reading, the teacher asks anticipation or prediction questions about the text. • During reading, the teacher asks students to respond to small sections of the text (embedded questions). • After reading, the teacher asks students to summarize the text orally and or in written response.

Are students held accountable for what they read?		• Teachers require students to orally and independently cite examples from the text to support discussions and comprehension questions. • Teachers provide extended periods of silent reading time for students to interact with and reflect upon the text

Effective Reading Instruction

Phonemic Awareness

Hear, identify, and manipulate sounds of spoken words

PHONEME

- **Isolation** — Recognizes individual sounds in words
- **Identity** — Recognizes same sounds in different words
- **Categorization** — Recognizes word with odd sound in a set of words
- **Blending** — Combines sequence of sounds into a single word
- **Segmentation** — Breaks a word into separate sounds

Phonics

Know relationship between letters of written language and sounds of spoken language

EXPLICIT and SYSTEMATIC INSTRUCTION

- Identify useful series of sounds.
- Teach them in a logical sequence.
- Apply sounds to reading and writing.

Fluency

Read text accurately and quickly

BRIDGE BETWEEN WORD RECOGNITION AND COMPREHENSION

- Provide models of fluent reading.
- Provide repeated and monitored oral reading.

Increase practice through audiotapes, peer guidance, tutors, *use of technology

- Provide a variety of short text passages at student's independent reading level.

Vocabulary

Words used to communicate effectively or use/ recognize in print

INDIRECT INSTRUCTION

- Students engage in oral language, listen to adults read to them, and read extensively on their own

DIRECT INSTRUCTION

- Teach individual words and word learning strategies.

Teach use of dictionaries, glossaries, thesauruses, how to use word parts, and context clues.

Comprehension

Understand what is read

COMPREHENSION STRATEGIES

- Teach students to be aware of what they do and do not understand, & the fix-up strategies.
- Use graphic and semantic organizers.
- Use text explicit/ implicit and scriptal questions.
- Teach students to ask their own questions.
- Teach story structure.
- Use summarizing.

Summarized from the National Institute for Literacy Publication, "Put Reading First: The Research Building Blocks for Teaching Children to Read"
http://www.nifl.gov by Eileen Pracek, FDLRS/TECH, 6/02

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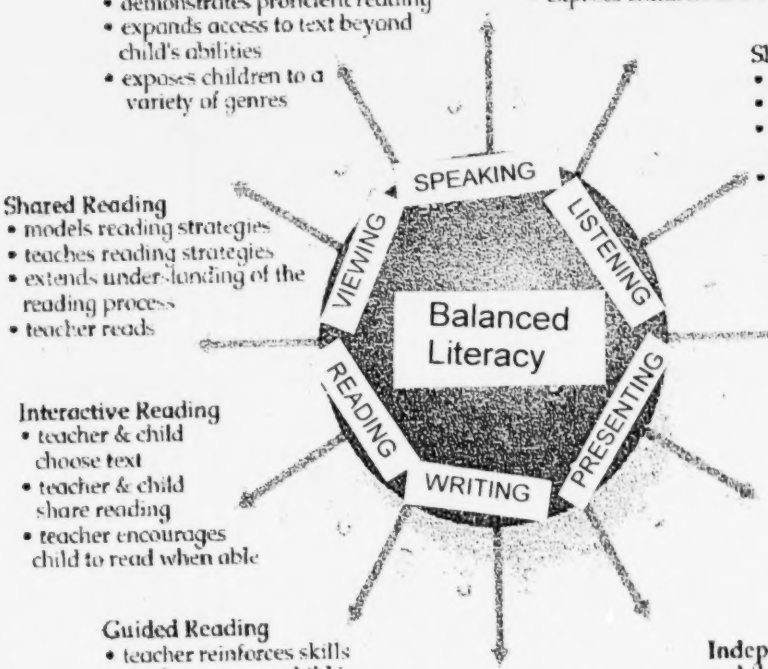
What is Balanced Literacy?



Write Aloud/Modeled Writing
- demonstrates proficient writing
- expands access to writing beyond child's abilities
- exposes children to a variety of genres

Read Aloud/Modeled Reading
- demonstrates proficient reading
- expands access to text beyond child's abilities
- exposes children to a variety of genres

Shared Writing
- models writing strategies
- teaches writing strategies
- extends understanding of the writing process
- teacher scribes

Shared Reading
- models reading strategies
- teaches reading strategies
- extends understanding of the reading process
- teacher reads

Interactive Writing
- teacher & child chose topic
- teacher & child share pen
- teacher & child compose together

Interactive Reading
- teacher & child choose text
- teacher & child share reading
- teacher encourages child to read when able

Guided Writing
- teacher reinforces skills
- teacher engages child in questioning & discussion
- teacher acts as a guide
- child does the writing
- child practices strategies
- child builds independence

Guided Reading
- teacher reinforces skills
- teacher engages child in questioning & discussion
- teacher acts as a guide
- child does the reading
- child practices strategies
- child builds independence

Independent Reading
- child chooses the text
- child practices at his or her independent level
- time to practice demonstrates the value of reading

Independent Writing
- child chooses topic
- child practices at his independent level
- time to practice demonstrates the value of writing

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Potential Assistance to Local School Staff to be provided by the DeKalb R.E.A.D.S. Support Staff

PRINCIPALS	ASST. PRINCIPAL FOR INSTRUCTION	TEACHERS
• Analyze assessment data for school trends. • Observe teachers and analyze instructional performance. • Plan and conduct local staff development sessions on the specific components of the DeKalb R.E.A.D.S. Literacy Initiative. • Identify external resources (human and other) to support the instruction program. • Assist the school Literacy Team in the development of strategies and initiatives for literacy development. • Target specific elements of the school's instructional program in need of support or modification. • Assist in the development of the school's improvement plan	• Help determine the extent to which teachers are knowledgeable of effective practices in teaching the components of the DeKalb R.E.A.D.S. Literacy Initiative. • Identification of specific areas in need of support in the school's instructional delivery system. • Determine specific areas of weakness in student performance in literacy and to assist in developing specific activities for strengthen these areas. • Help in the use of standardized and other test data to plan instructional focus and direction. • Assist in the identification of professional development resources for use in training of staff. • Assist in the determine the extend to which teachers use texts and other materials effectively and appropriately.	• Conduct classroom-based demonstrations on specific best practices and effective instructional techniques. • Provide new strategies for teaching the teaching of reading. • Determine teacher priorities for training and develop appropriate staff development experiences. • Consult with teachers regularly on their instructional performance. • Plan activities with teachers to celebrate successes and to recognize student achievement. • Help teachers coordinate the various school reading initiatives for cohesive and fluid instruction. • Assist teachers in planning for instruction through the effective and appropriate use of assessment data.

DeKalb R.E.A.D.S.

Literacy Components Emphasis by Grade Levels

Developed 6/03

Instructional Level	Phonological Awareness	Print Awareness	Alphabet Awareness	Orthographic Awareness	Vocabulary Development	Reading Comprehension
PreK-5	Phonemic isolation Phoneme identity Phoneme categorization Phoneme blending Phoneme segmentation Phoneme deletion Phoneme addition Phoneme substitution	The ability to attend to conventions and formats Directionality Variability in letters, shapes, and spaces between words Captions and titles Layouts of Different genres	Identifies and forms letters Understands that spoken words are composed of sounds which are represented by letters Blends initial consonants with common vowel patterns or word families (onset/rime) to read words. Attends to vowels in decoding	Automatic recognition and production of spelling patterns, morphological units, and writing conventions.	Listening Vocabulary Speaking vocabulary Reading vocabulary Reading Vocabulary Indirect vocabulary learning Direct vocabulary learning Using word parts Using context clues	Be aware of what they DO understand Identify what they DO NOT understand Use appropriate "fix-up" strategies to resolve problems in comprehension Literal comprehension skills Inferential skills Activation of prior knowledge Pre-reading strategies During reading strategies

PreK-5			Attends to final consonants in decoding Decodes words with initial and final clusters Learns all reliable syllable patterns Decode and blend regular two-syllable words Analyze words with common inflections		Using dictionaries and other reference aids	After reading strategies Metacognitive reading strategies Interpretive reading
Middle Grades (6-8	-	-	-	Automatic recognition and production of spelling patterns, morphological units, and writing conventions	Listening Vocabulary Speaking vocabulary Reading vocabulary	Be aware of what they DO understand Identify what they DO NOT understand

Middle Grades (6-8)	-	-	-		Reading Vocabulary Indirect vocabulary learning Direct vocabulary learning Using word parts Using context clues Using dictionaries and other reference aids	Use appropriate "fix-up" strategies to resolve problems in comprehension Literal comprehension skills Inferential skills Activation of prior knowledge Pre-reading strategies During reading strategies After reading strategies Metacognitive reading strategies Interpretive reading Content area reading

High School (9-12)	-	-	-	Automatic recognition and production of spelling patterns, morphological units, and writing conventions	Listening Vocabulary Speaking vocabulary Reading vocabulary Writing Vocabulary Indirect vocabulary learning Direct vocabulary learning Using word parts Using context clues Using dictionaries and other reference aids	Be aware of what they DO understand Identify what they DO NOT understand Use appropriate "fix-up" strategies to resolve problems in comprehension Literal comprehension skills Inferential skills Activation of prior knowledge Pre-reading strategies During reading strategies After reading strategies Metacognitive reading strategies Interpretive reading Content area reading

9 Good Habits for **All** Readers

Before Reading

1. Check out a selection before they read. (Titles, previewing headings and subheadings, examining illustrations and graphics, and identifying the kind of writing (genre)
2. Think about what the already know about the subject.
3. Decide what they need to know/learn.

During Reading

4. Stop and ask," How does this connect to what I already know?"
5. Stop and ask, "Does it make sense.?"
6. Stop and ask, "If it doesn't make sense, what do I do?"

After Reading

7. React to what was read.
8. Check to see what was remembered.
9. Use what has been read to make internal and external connections.

Source: Charles Martin. "Research base for the nine good habits." Zaner Bloser. 2003.

Recommendations for Teaching Reading

Source: S. Zemelman, H. Daniels and A. Hyde. *Best Practices for Teaching and Learning in America's Schools.* Heinemann. 1998.

INCREASE	DECREASE
• Reading aloud to students • Time for independent reading • Children's choice of their own reading materials • Exposing children to a wide and rich variety of literature • Teacher modeling and discussing his/her own reading processes • Primary instructional emphasis on comprehension • Teaching reading as a process: 1. Use strategies that activate prior knowledge 2. Help students make and test predictions 3. Structure help during reading 4. Provide after-reading applications • Social, collaborative activities with much discussion and interaction • Grouping by interests or book choices • Silent reading followed by discussion • Teaching skills in the context of whole and meaningful literature • Writing before and after reading • Encouraging invented spelling in children's early writing • Use of reading in content fields(e.g., historical novels in social studies) • Evaluation that focuses on holistic, higher-order thinking processes • Measuring success of reading programs by students' reading habits, attitudes, and comprehension	• Exclusive emphasis on whole-class or reading-group activities • Teacher selection of all reading materials for individuals and groups • Relying on selections in basal reader • Teacher keeping his/her own reading tastes and habits private • Primary instructional emphasis on reading sub-skills such as phonics, word analysis, syllabication • Teaching reading as a single, one-step act • Solitary seatwork • Grouping by reading level • Round-robin reading • Teaching isolated skills in phonics workbooks or drills • Punishing pre-conventional spelling in students' early writing • Little or no chance to write • Segregation of reading to reading time • Evaluation focus on individual, low-level sub-skills • Measuring the success of the reading program only by test scores.

Recommendations for Teaching Writing

Source: S. Zemelman, H. Daniels and A. Hyde. *Best Practices for Teaching and Learning in America's Schools.* Heinemann. 1998.

INCREASE	DECREASE
• Student ownership and responsibility by: - helping students choose their own topics and goals for improvement - Using brief teacher-student conferences - Teaching students to review their own progress • Class time spent on writing whole, original pieces through: - establishing real purposes for writing and students' involvement in the task - instructional in and support for all stages of the writing process - prewriting, drafting, revising, editing • Teacher modeling writing-drafting, revising, sharing--as a fellow author and as demonstration of processes • Learning of grammar and mechanics in context, at the editing stage, and as items are needed • Writing for real audiences, publishing for the class and for wider communities • Making the classroom a supportive setting for shared learning, using: - active exchange and valuing of students' ideas - collaborative small group work - conferences and peer critiquing that give responsibility for improvement to authors • Writing across the curriculum as a tool for learning • Constructive and efficient evaluation that involve: - brief informal oral responses as students work - thorough grading of just a few student-selected, polished pieces - focus on a few errors at a time - cumulative view of growth and self-evaluation - encouragement of risk taking	• Teacher control of decision making for: - teacher deciding on all writing topics - suggestions and topics dictated by the teacher - learning objectives determined by the teacher - instruction given as whole-class activity • Time spent on isolated drills on sub-skills of grammar, vocabulary, spelling, paragraphing, penmanship, etc. • Writing assignments given briefly, with no context or purpose, completed in one step • Teacher talks about writing, but never writes or shares own work • Isolated grammar lessons, given in order determined by textbook, before writing is begun • Assignments read only by teacher • Devaluation of students' ideas through: -students viewed as lacking knowledge and language ability -sense of class as competing individuals -work with fellow students viewed as cheating, disruptive • Writing taught only during "language arts" period • Evaluation as negative burden for teacher and students by: -making all papers heavily for all errors, making teacher a bottleneck -teacher editing paper, and only after completed, rather than student making improvements -grading seen as punitive, focused on errors, not growth

What Administrators Should Know About Teaching Phonemic Awareness

Phonological Skills:
phoneme isolation (recognizing individual sounds in a word: /g/ in "go");
phoneme identification (common sound in different words: /b/ in boy, bike, bell);
phoneme categorization (recognizing odd sound in sequence: bus, bun, rug);
phoneme blending (listening to series of separate spoken sounds and blending them: /g/ /o/ = go;
phoneme segmentation (tapping out/counting the sounds in a word: /g/ /o/ = go which is two sounds;
phoneme deletion (recognizing what word remains when a specified phoneme is deleted: smile is "mile" without the /s/.

Group size:
Teaching small groups produced better results than teaching individuals or classrooms.

Best Phonological Awareness Methods:
Phonological Awareness (PA) taught with letters is more effective than PA taught without letters. Letters help children grasp and manipulate sounds that are ephemeral. Letters also help children transfer their PA skills to reading and writing tasks. p. 2-41

Teaching one or two skills was effective and both were more effective than teaching three skills.

Length of sessions:
Teaching sessions of about 30 minutes and a total of no more than about 20 hours appeared to be most effective. However, training time should be tailored to student learning by assessing who has and who has not acquired the skills being taught as training proceeds.

What Administrators Should Know About Teaching Reading Comprehension

MOST EFFECTIVE COMPREHENSION STRATEGIES:
The National Reading Panel identified the following eight comprehension strategies as most effective.

- **Comprehension monitoring:** student learns to be aware of his or her understanding of the text and to use specific strategies when needed. Comprehension monitoring is "thinking about thinking." This is also known as Metacognition. Comprehension monitoring instruction has positive effect on standardized reading comprehension test performance.

- **Cooperative learning:** students work together to learn comprehension strategies. This leads to an increase in the learning of the strategies, promotes intellectual discussion, and increases reading comprehension including on standardized test performance.

- **Graphic organizers:** students write or draw meanings and relationships of underlying ideas. Main effect appears to be in the improvement of the reader's memory for the content that has been read.

- **Story structure:** students ask and answer who, what, when, where, why, how. They can also map time lines, characters and story events. The success is more frequent with poor or below-average readers; good readers do not seem to need this kind of instruction, although there were positive results for all readers.

- **Question answering:** Teachers pose questions and guide students to correct answers, enabling them to learn more from the text.

- **Summarization:** Students identify and write the main ideas of a story.

- **Question generating:** Students ask themselves what, where, when, why, what will happen, how, and who questions., because summarization often presupposes writing as well as reading skill. Readers improved on the quality of text summaries, identifying the main idea but also leaving out irrelevant detail. They improved in including ideas related to the main idea, generalizing, and removing redundancy. Instruction in summarization improves recall.

- **Multiple Strategy** (reciprocal teaching and other strategy combinations): A blend of individual strategies used flexibly and in natural context. The teacher models an approach by showing how she or he would try to understand the text, using two or more combinations of four strategies: question generation, summarization, clarification, and projection of what might occur. Evidence shows that actively involved motivated readers read more text as a result of multiple-strategy instruction. The Panel found that in studies involving even a few hours of preparation, instructors taught students who where poor readers but adequate decoders to apply various strategies to expository texts in reading groups, with a teacher demonstrating, guiding, or modeling the strategies, and with teacher scaffolding. Even limited use of these strategies produced noticeable improvement in their use by students, although with only modest improvement on standardized test scores.

What Administrators Should Know About the Research on Effective Methods of Teaching New Vocabulary Words

The National Reading Panel is reluctant to name a single method of vocabulary instruction that is most effective because the studies seemed to indicate that using a variety of these methods leads to increased vocabulary learning. The following concepts/methods were found to be effective:

- **Keyword method:** Children learn new words by learning a keyword "word clue" for each vocabulary word. Findings were positive. However, some studies showed gains fading after one week, and low-ability students had more difficulty with keywords than high-ability students.
- **Incidental learning:** Most vocabulary is learned through reading or listening to others read. Active, student-initiated analytic talk and participation also helped motivate students and increase vocabulary learning.
- **Repeated exposure:** Using new vocabulary across the curriculum increases learning gains.
- **Pre-teaching of vocabulary** increases both vocabulary and comprehension gains.
- **Restructuring reading materials,** such as substituting an easier synonym for a harder word yielded significant vocabulary gains. Making sure children not only understand the vocabulary but also the task at hand (for instance, by restructuring through use of group learning or revised learning materials) can also lead to increased vocabulary learning. This is especially effective for low-achieving or at-risk students
- **Context method:** Children use clues in the text to help decipher new words. Several studies indicate that a blend of direct-definition instruction, and vocabulary learning through context clues is more effective than one method alone.

Source: International Reading Association's Summary of the (U.S.) National Reading Panel Report. "Teaching Children to Read" 2002.

Grade-level Literacy Performance Expectations
Pre K through Grade 3

This listing is based on the findings of the National Reading Panel and on the Report of the USOE entitled *Preventing Reading Failure in Young Children.* 2002.

Prekindergarten

Grade-level expectations. Before entering kindergarten, virtually every child should:

- recognize print in the environment;
- distinguish separate words;
- recognize rhyming words;
- know some letter names and shapes, including the letters in the child's name;
- begin to demonstrate reading-like behaviors, such as pretending to read and write;
- begin to demonstrate understanding of picture books and simple stories; and
- retell stories, make predictions, and connect stories to background experiences in a teacher-guided group format.

Kindergarten

Grade-level expectations. At the end of kindergarten, virtually every child should:

- have mastered all of the concepts about print, including the names and shapes of most of the letters of the alphabet;
- demonstrate phonemic awareness through activities such as rhyming, clapping syllables, substituting sounds, and blending phonemes;
- recognize upper and lower case letters;
- know how to read his/her own and others' names and common environmental print in the classroom;
- read some high-frequency words;
- read the first few levels of decodable readers for kindergarten;
- write independently at the alphabetic stage of development;
- retell in simple terms stories that have been read to him/her as well as make simple evaluations and interpretations of their content; and
- connect, with the teacher's help, what is read to him/her with real experiences.

First Grade

Grade-level expectations. At the end of first grade, virtually every child should:

- demonstrate phonemic awareness and knowledge of how print is organized;
- demonstrate fluent and accurate decoding skills with grade-level materials;
- read independently grade-level materials that contain the most common sight words and employ knowledge of most consonants, short vowels, and the silent "e" rule;
- use conventional spelling for simple, regularly spelled words as well as temporary spelling for more complex words;
- identify all letter names and shapes;
- retell stories he/she has read with a beginning, middle, and end;
- relate parts of stories to his/her own experience and tell about the parts liked best and why; and
- make predictions about what is read to him/her or what he/she has read.

Second Grade

Grade-level expectations. At the end of second grade, virtually every child should:

- read grade-level materials independently;
- demonstrate mastery of most phonics elements (e.g., consonants, vowels, blends, clusters, syllables, common phonics rules);
- use conventional spelling in his/her own writing for high-frequency words and words with regular spelling patterns;
- connect readings to experiences or knowledge; and
- ask test-like questions about what has been read, clarify new terms in context, confirm predictions, summarize, interpret, and analyze the content in simple terms.

Third Grade

Grade-level expectations. At the end of third grade, virtually every child should:

- read independently grade-level fiction and nonfiction materials with literal and inferential comprehension;
- develop a knowledge of common spelling patterns, roots, and affixes;
- use conventional spelling and conventions of print (paragraphs, end-sentence punctuation);
- question; clarify new words; make predictions and answer "if-then" questions; summarize reading passages; and answer questions that require analysis, synthesis, and evaluation of grade-level fiction and nonfiction material; and
- support answers to questions about the reading by drawing on background knowledge and upon literal and inferential information from the text.

Bloom's Taxonomy *

Benjamin Bloom created this taxonomy for categorizing level of abstraction of questions that commonly occur in educational settings. The taxonomy provides a useful structure for teacher use in the development of classroom questions.

Competence	Skills Demonstrated
Knowledge	• observation and recall of information • knowledge of dates, events, places • knowledge of major ideas • mastery of subject matter • *Question Cues:* list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.
Comprehension	• understanding information • grasp meaning • translate knowledge into new context • interpret facts, compare, contrast • order, group, infer causes • predict consequences • *Question Cues:* summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend
Application	• use information • use methods, concepts, theories in new situations • solve problems using required skills or knowledge • *Questions Cues:* apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover

Analysis	• seeing patterns • organization of parts • recognition of hidden meanings • identification of components • *Question Cues:* analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer
Synthesis	• use old ideas to create new ones • generalize from given facts • relate knowledge from several areas • predict, draw conclusions • *Question Cues:* combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite
Evaluation	• compare and discriminate between ideas • assess value of theories, presentations • make choices based on reasoned argument • verify value of evidence • recognize subjectivity • *Question Cues* assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize

* Adapted from: Bloom, B.S. (Ed.) (1956) Taxonomy of educational objectives: The classification of educational goals: Handbook I, cognitive domain. New York ; Toronto: Longmans, Green.

Glossary of Reading-related Terms

The Reading Coherence Initiative (RCI) at the Southwest Educational Development Laboratory has put together this glossary of terms related to reading and reading instruction so that people can quickly and easily check terms as they encounter them.

Affix — An attachment to the end or beginning of base or root word. A generic term that describes prefixes and suffixes.

Age equivalent scores — In a norm-referenced assessment, individual student's scores are reported relative to those of the norming population. This can be done in a variety of ways, but one way is to report the average age of people who received the same score as the individual child. Thus, an individual child's score is described as being the same as students that are younger, the same age, or older than that student (e.g. a 9 year old student my receive the same score that an average 13 year old student does, suggesting that this student is quite advanced). See also grade equivalent scores.

Alliteration — The repetition of initial phoneme either across syllables or across words. For example, "Happy hippos hop on Harry." See onset

Allomorph — An alternative manifestation of a morpheme (a set of meaningful linguistic units). Allomorphs vary in shape or pronunciation according to their conditions of use, but not as to meaning. In English, the negative prefix in has several allomorphs, such as INcapable, ILlogical, IMprobable, IRreverent.

Allophone — A phonetic variant of a phoneme in a particular language. For example, [p] and [pH] are allophones of the phoneme /p/; [t] and tH] are allophones of the phoneme /t/.

Alphabetic principle — Understanding that spoken words are decomposed into phonemes, and that the letters in written words represent the phonemes in spoken words when spoken words are represented in text.

Assessment — Using data to determine abilities and knowledge about a particular topic. A distinction should be drawn between a test, which is just a tool used in assessment, and assessment.

Balanced literacy — An approach to reading instruction that strikes a compromise between Phonics approaches and Whole Language approaches -- ideally, the most effective strategies are drawn from the two approaches and synthesized together.

Basal reader — A kind of book that is used to teach reading. It is based on an approach in which words are used as a whole. The words are used over and over in each succeeding lesson. New words are added regularly.

Blending — Combining parts of a spoken word into a whole representation of the word. For example, /p/ /oo/ /l/ can be blended together to form the word POOL.

Clitic — A language element with wordlike status or form that resembles a word. A clitic usually cannot be used on its own as a word in a construction. Clitics are usually phonologically bound to a preceding word or a following word.

Cloze — This is a method of assessment wherein a word is eliminated from a passage, and the child's task is to use the context of the passage to fill in the blank with an appropriate word. Different cloze tasks focus on different skills; a cloze assessment can be used to test reading comprehension, language comprehension, vocabulary, syntax, and semantics. When the child is given options (multiple choice) from which to select the appropriate word for each blank, the assessment is typically described as a "modified cloze task."

Content word — A word which has lexical meaning such as a noun or a verb (as opposed to a function word).

Criterion-referenced assessment — This is a type of assessment in which a child's score is compared against a predetermined criterion score to determine if the child is performing acceptably or unacceptably. Rather than comparing the child's performance against the performance of her peers (as would be the case with a norm-referenced assessment), the criterion or "acceptable score" is set by the author of the assessment. Each child's score, then, is either above or below the criterion score.

Deciphering — Using knowledge about graphophonemic relationships to sound-out regular words. Some argue this is accomplished through a process known as "reading by analogy."

Decodable texts — Texts which do not contain irregular words. Also, these texts are usually designed to reinforce certain "rules" that have previously been taught in phonics lessons.

Decoding — Using knowledge of the conventions of spelling-sound relationships and knowledge about pronunciation of irregular words to derive a pronunciation of written words.

Deep orthography — A writing system that does not have consistent or one-to-one correspondence between the phonemes in speech and the written code. English is an example of a deep orthography -- no phoneme is consistently represented by the same letter in all words, and only one letter (the letter v) consistently corresponds to a specific phoneme. Examples of shallow orthographies would include Spanish and Finnish.

Derivational affixation — The process of adding affixes to roots or bases in order to vary function or modify meaning. Derivational affixation transforms a stem or word from one part of speech to another (from one word class to another). For example, the verb HIT can be modified with the affix -ER to become the noun HITTER. BRIGHT, plus -LY changes from an adjective into an adverb.

Digraph — A group of two successive letters whose phonetic value is a single sound. For example, EA in BREAD, CH in CHAT, or NG in SING

Diphthong — A gliding monosyllabic speech sound that starts at or near the articulatory position for one vowel and moves to or toward the position of another. For example, oy in TOY or ou in OUT.

Duet reading — An activity where a skilled reader sits next to a learner and the two read a text simultaneously.

Elision — The omission of a part of a spoken word -- to be more efficient, people sometimes say "IDANO" instead of "I do not know," or a person may say "N" instead of "AND" (as in "bread 'n' butter").

Expository text — Text written to explain and convey information about a specific topic. Contrast with narrative text.

Extrinsic phonics — Phonics taught as a supplemental learning aid rather than as an integral part of the program of reading instruction, often in separate workbooks during special time periods.

Fluent reading — Fast, smooth, effortless and automatic reading of text (can be silent reading or not) with attention focused on the meaning of the text.

Function word — A word which does not have lexical meaning, which primarily serves to express a grammatical relationship (e.g. AND, OF, OR, THE).

Grade equivalent scores — In a norm-referenced assessment, individual student's scores are reported relative to those of the norming population. This can be done in a variety of ways, but one way is to report the average grade of students who received the same score as the individual child. Thus, an individual child's score is described as being the same as students that are in higher, the same, or lower grades than that student (e.g. a student in 2nd grade my earn the same score that an average forth grade student does, suggesting that this student is quite advanced). See also age equivalent scores.

Grapheme — A unit (a letter or letters) of a writing system that represents one phoneme; a single symbol that has one phonemic correspondent within any particular word.

Graphophonemic — Refers to the sound relationship between the orthography (symbols) and phonology (sounds) of a language.

Homonym — A word which is spelled and pronounced identically to another word, but which has a different meaning. For example, a swimming POOL versus a POOL table.

Homophone — A word which is spelled differently from another word, but which is pronounced identically. For example, HOARSE versus HORSE; or TWO versus, TO, versus, TOO.

Ideograph — A graphic symbol that represents an idea instead of a spoken word, a single morpheme, or a lexical item. In a phonetic system, the symbol represents the sounds that form its name. Sometimes children's writing contains idiographs, but there is no known writing system that is composed entirely of idiographs. See logograph.

Idiom — A phrase, construction, or expression that is understood in a given language. This expression has a meaning that differs from typical syntactic patterns or that differs from the literal meaning of its parts taken together. Some examples of idiomatic expressions would include, "to kick the bucket" means "to die," or "to throw in the towel" means "to give up" or "to stop"

Inductive phonics — See synthetic phonics

Intrinsic phonics — Phonics taught implicitly in the context of authentic reading activities.

Language comprehension — This term should refer to understanding language in any of its forms, but in the vernacular, it has come to be synonymous with listening comprehension. When people use the term "language comprehension," they are typically not referring to sign language, written language, semaphore or smoke signals. Typically, the term is reserved for describing spoken language.

Latent — Something which is present but invisible, or inactive but capable of becoming active or visible, so a child may have latent knowledge of a concept, meaning the child understands the concept, but has not had an opportunity to demonstrate that understanding.

Lexical — Refers to the words or the vocabulary of a language as distinguished from its grammar and construction.

Lexicon — Often called the "mental dictionary," the lexicon is a representation of all knowledge a person has about individual words.

Listening comprehension — Understanding speech. Listening comprehension, as with reading comprehension, can be described in "levels" — lower levels of listening comprehension would include understanding only the facts explicitly stated in a spoken passage that has very simple syntax and uncomplicated vocabulary. Advanced levels of listening comprehension would include implicit understanding and drawing inferences from spoken passages that feature more complicated syntax and more advanced vocabulary.

Logograph -- A writing system wherein each spoken word in the language is represented by a unique symbol. Chinese is an example of a logographic writing system.

Look-say -- An approach to reading instruction that emphasized memorization of whole words. Graded word lists were used to teach children to memorize words as wholes, and every year, children added to their repertoire of "familiar" words.

Matthew Effect — Borrowed from a line in the Bible's Book of Matthew -- the rich get richer and the poor get poorer. In reading, this describes the difference between good readers and poor readers -- while good readers gain new skills very rapidly, and quickly move from "learning to read" to "reading to learn," poor readers become increasingly frustrated with the act of reading, and try to avoid reading when possible. The gap is relatively narrow when the children are young, but rapidly widens as children grow older.

Metalinguistic — Language and terminology used to describe language and the component parts of language.

Metaphor — A figure of speech in which a word or phrase is used in place of a more literal description. For example, rather than saying somebody is happy, one might say that person is "on cloud nine" or "walking on air."

Morpheme — The smallest meaningful unit of speech. A morpheme can be a free form (as in PIN) or a bound form (-S in PINS), that contains no smaller meaningful parts. The morpheme is a sub-component of vocabulary; many words only have one morpheme, but some, such as compound words or words with affixes, have more than one.

Morphology — An examination of the morphemic structure of words; an appreciation of the fact that words with common roots share common meanings, and that affixes change words in predictable and consistent ways.

Narrative text — Text which conveys a story or which relates events or dialog. Contrast with expository text.

Nonword — A string of letters which cannot be pronounced and which has no meaning. For example, MCVRI or HEGZT. Contrast with pseudoword.

Norm-referenced assessment — This is a type of assessment that allows an individual child's score to be compared against the scores of other children who have previously taken the same assessment. With a norm-referenced assessment, the child's raw score can be converted into a comparative score such as a percentile rank or a stanine. Contrast with criterion-referenced assessment.

Nuclear syllable — A syllable that carries maximum prominence, usually due to being stressed. For example, in the word ADDICT either AD is the nuclear syllable (if it is a noun) or DICT is the nuclear syllable (if it is a verb).

Onomatopoeia — The formation of a word by imitating the natural sound associated with the object or action. For example, the "crack" of the bat, or the "twang" of the guitar strings.

Onset — The part of the syllable that precedes the vowel of a syllable. In the case of multi-syllabic words, each syllable has an onset. For example; the onset of the word PILL is /p/. Contrast with rime.

Orthography — A complete writing system for a language or languages. Orthographies include the representation of word boundaries, stops and pauses in speech, and tonal inflections. See deep orthography.

Overdifferentiation — The practice of representing a single phoneme, syllable, or morpheme with two or more symbols in a writing system. For example, the sound /k/ can be represented by C, CH or K.

Particle — A short part of speech used to express a syntactic or semantic relationship. A particle can also be a prefix or derivational suffix.

Phone — Any single speech sound considered as a physical event without regard to its place in the language structure. A smaller unit of speech than the phoneme.

Phoneme — The vocal gestures from which words are constructed in a language; the smallest unit of speech that serves to distinguish one utterance from another (e.g. PAT and FAT are distinguished by the initial phoneme).

Phoneme awareness — A subset of phonological awareness; the knowledge that spoken words consist of a sequence of individual sounds, and the understanding that phonemes are rearranged and substituted to create new words. There are a finite set of phonemes which are arranged and rearranged to create an infinite set of spoken words.

Phonemic ideal — An orthography which represents each phoneme with a unique grapheme or letter. See shallow orthography.

Phonetic writing — A system that uses a unique symbol to represent each phone (sound) of the language or dialect, such as the International Phonetic Alphabet (IPA).

Phonics — An approach to reading instruction that emphasizes letter-sound relationships and generalized principles that describe spelling-sound relationships in a language (e.g. vowels in CVCs are short). See also extrinsic phonics, intrinsic phonics, and synthetic phonics.

Phonograms — A succession of letters that represent the same phonological unit in different words, such as IGHT in FLIGHT, MIGHT and TIGHT.

Phonological awareness — The understanding that speech is composed of sub-parts -- sentences are comprised of words, words are comprised of syllables, syllables are comprised of onsets and rimes, and can be further broken down to phonemes (phonological awareness at this level is usually described as phoneme awareness).

Polyphone — A word which is spelled the same as another word, but which sounds different when pronounced. For example, you can WIND a watch, and the WIND blows hard.

Pseudohomophone — A pseudoword, which when pronounced, sounds like a real, familiar word. For example, the pseudohomophone BRANE sounds like the real word BRAIN.

Pseudoword — A pronounceable string of letters which has no meaning; also called invented words, nonsense words, or made-up words. For example, MIVIT, HEASE, and MIVE are all pronounceable, but don't mean anything.

Rhyme — Sharing identical or at least similar medial and final phonemes in the final syllable. Because English has a writing system with a deep orthography, words can rhyme without sharing similar orthography (e.g. SUITE and MEET).

Rime — The part of a syllable (not a word) which consists of its vowel and any consonant sounds that come after it. Contrast with onset.

Segmentation -- Breaking down a spoken word into word parts by inserting a pause between each part. Words can be segmented at the word level (in the case of compound words), at the syllable level, at the onset-rime level, and at the phoneme level.

Semantics — The study of the development and changes of the meanings of speech forms. Semantics is also a study of the process by which meaning is derived from symbols, signs, text, and other meaning-bearing forms.

Sight word — A word in a reading lesson containing parts that have not yet been taught, but that is highly predictable from the context of the story or which the child has memorized.

Social promotion — Promoting a child to the next grade in order to keep the child with his or her peers and social group.

Struggling reader -- any student of any age who has not mastered the skills required to fluently read and comprehend text which is written at a level that one could reasonably expect a student of that age to read.

Suprasegmental — A vocal effect that extends over more than one sound segment in an utterance, such as pitch, stress, or juncture pattern.

Syllable family — The group of syllables formed by a consonant plus all of the vowels in a language.

Syllable shape — An abstract combination of consonants and vowels (V, CV, VC, CCV, or CVC).

Syntax — The conventions and rules for assembling words into meaningful sentences; syntax varies across languages.

Synthetic phonics -- A part-to-whole phonics approach to reading instruction in which the student learns the sounds represented by letters and letter combinations, blends these sounds to pronounce words, and finally identifies which phonic generalizations apply (a.k.a. inductive phonics).

Trigraph -- A three-letter sequence representing a single consonant, vowel, or diphthong, such as EAU in BEAU.

Underdifferentiation — The representation of two or more phonemes, syllables, or morphemes with a single symbol. For example, the symbol S is used to represent /s/ /z/ and /sh/.

Untaught residue -- Material which has not previously been taught but is used in a primer lesson anyway to make the lesson more effective.

Whole Language — An approach to reading instruction that de-emphasizes letter-sound relationships and emphasizes recognition of words as wholes.

Word bank — A storage place for learners to keep written words that they have learned so that they can refer to them as needed. They can go to the word bank as they are writing or editing to find out how to spell a word.

Word calling — Decoding words without comprehending their meaning. Occurs for one of two reasons -- either the words are outside the listening (spoken) vocabulary of the child, or the decoding process is so slow, laborious, and capacity-demanding that the child is unable to pay attention to word meaning.

Word families — A collection of words that share common orthographic rimes, such as HIKE, BIKE, LIKE, etc.

Word parts -- The letters, syllables, diacritics, and parts of syllables such as consonant clusters and vowel clusters

12 Resources on Teaching Reading for Building Administrators

1. Marilyn Adams. *Phonemic Awareness in Young Children.* Brookes Publishers. 2000.
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3. David Booth. *The Literacy Principal.* Penbroke Publishers, 2002.
4. Joe Green. *The Word Wall.* Pippin Publishers. 1998.
5. Stephanie Harvey et. al. *Strategies That Work: Teaching Comprehension to Enhance Understanding.* Stenhouse Publishers. 1998.
6. *Put Reading First.* U.S. Office of Education. 2002.
7. Regie Routman. *Reading Essentials: The Specifics You Need to Teach Reading Well.* Heinemann Publishers. 2002.
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